

learning to live
living to learn



PRIDE

RESPECT

AMBITION

School Brochure 2009 - 2010



Inspire

•

Include

•

Improve

CONTENTS

Page	3	Educational Aims
Page	4	School Details (Address, Opening Hours, Roll) Authority Details
Page	5	School Personnel
Page	6	School dates
Page	7	Curriculum
Page	8	Curriculum (Language Mathematics, Environmental Studies, Expressive Arts)
Page	9	R & ME, Support for Learning, Homework,
Page	10	Assessment & Reporting
Page	11	Promoting Positive Behaviour (Discipline School rules)
Page	12	Promoting Positive Behaviour, (Bullying, Physical Intervention)
Page	13	Child Protection, Medical Needs, Educational Services Information
Page	14	Enrolment of Pupils, Absences
Page	15	Attendance
Page	16	School Uniform and Clothing Grants
Page	17	School Meals, Health Care/Medical Services
Page	18	Transferring Educational Data About Pupils
Page	19	Extra curricular activities, Facilities
Page	20	Speyside Nursery at Aberlour Primary School
Page	21	Parent/Teacher Relations, (Parental Access, School Parent Council).
Page	22	Primary/Secondary Liaison, School Travel Plan, School Transport
Page	23	Emergency Closures
Appendix 1		Emergency Closures - Proforma
Appendix 2		School Pupils Insurance - Proforma
Appendix 3		Curriculum for Excellence
Appendix 4		Attainment Data
Appendix 5		SEED Budgeted Running Costs and Attendance Tables

EDUCATIONAL AIMS

In Aberlour Primary School our priority is to ensure that the educational experience for those in the school is happy and fulfilling leading to rounded individuals. We value and actively seek the contribution made by parents and the local community to the education and welfare of the school.

Our aims are to enable all young people to become:

successful learners

with enthusiasm and motivation for learning
determination to reach high standards of achievement
openness to new thinking and ideas

confident individuals

with self respect
a sense of physical, mental and emotional well being
secure values and beliefs
ambition

responsible citizens

with respect for others
commitment to participate responsibly in political, economic,
social and cultural life

effective contributors

with an enterprising attitude
resilience
self-reliance

This is in line with the Scottish Curriculum for Excellence and its implementation within Aberlour Primary School. Full consultation has been carried out, including all staff, pupils, parent council and parents.

THE INFORMATION GIVEN IN THIS BOOKLET
IS BELIEVED TO BE CORRECT
AT THE TIME OF PRINTING
BUT MAY BE SUBJECT TO CHANGE
IN THE COURSE OF THE YEAR.

Chris Burns Head Teacher
Date of Issue 14/12/09

SCHOOL DETAILS

Name of School	Aberlour Primary School		
Address	Mary Avenue Aberlour Banffshire AB38 9PN		
Telephone Number	01340 871255		
Fax Number	01340 871076		
email	admin.aberlourp@moray-edunet.gov.uk		
Information line	0870 054 9999	pin number 031080	
Hours of Opening	09.00 - 12.15 13.10 - 14.45 (P1/2/3) 13.10 - 15.15 (P4/5/6/7)		
Current Roll	P1	22	
	P2	19	
	P3	21	
	P4	16	
	P5	22	
	P6	20	
	P7	20	
	Total	140	
	Nursery	15 places available	a.m.
		15 places available	p.m.
Name of local authority	The Moray Council.		
Address	Educational Services Headquarters Building High Street Elgin IV30 1BX		
Telephone	01343 563397		
Web site address	www.moray.gov.uk		

SCHOOL PERSONNEL

Teachers Full-Time

Mr Chris Burns	Headteacher
Miss Amy Davidson	P1
Mrs Jodie Mair	P2
Mrs Sheila Mathias	Principal Teacher Additional Support Needs
Mrs Sarah Wright	P5
Miss Emma Milne	P7 Acting Principal Teacher Primary
Miss Rachel Smith	P6
Mrs Jennifer Poppy	P3 Acting Principal Teacher Primary
Mrs Kate Whitelock	P4

Teachers Part-Time

Miss Gillian Panton	NQT Cover Teacher
Mrs Sheila Ledingham	Music
Mrs Elunid Mitchell	Physical Education
Ms Helen Wright	Art
Mrs Clare McCann	Support for Learning
Mrs Clare McCann	Additional Support Needs

Other Staff

Mrs Hester Allan	School Support Team
Mrs Jackie Campbell	School Support Team SfL
Mrs Julie Christie	School Administrator
Vacancy	School Support Team Nursery
Mrs Debbie Cowie	School Support Team
Mrs Shona Cornes	School Support Team ASN
Miss Diane Dunbar	School Support Team ASN
Mr Tom Forrest	Janitor
Mrs Agnes Geddes	Cook Supervisor
Mrs Alison Gordon	School Support Team ASN
Mrs Sheila Johnson	School Support Team ASN
Mrs Emma McTavish	Senior Nursery Nurse
Mrs Shirley Milne	School Support Team ASN
Mrs Angela Norquoy	School Support Team ASN
Mrs Gill Ogg	School Support Team
Mrs Carol Simpson	School Support Team Nursery
Mrs Claire Tarling	School Support Team ASN
Mrs Lee Thain	School Support Team ASN
Mrs Pam Winchester	School Support Team

SCHOOL DATES

The opening date of the session will be Tuesday 17th August 2010.

The school holiday/in-service closure pattern for 2010/2011 has been finalised and is set out below

AUTUMN

TERM BEGINS	17 AUGUST 2010 (STAFF ONLY 16 AUGUST)
OCTOBER BREAK	11 TO 22 OCTOBER 2010 (INCLUSIVE)
TERM ENDS	22 DECEMBER 2010

WINTER

TERM BEGINS	06 JANUARY 2011
MID TERM	11 & 14 FEBRUARY 2011
TERM ENDS	1 APRIL 2011

SUMMER

TERM BEGINS	18 APRIL 2011 Closed Good Friday 22 April 2011
TERM ENDS	01 JULY 2011

PLUS ONE LOCAL HOLIDAY TO BE ARRANGED

IN-SERVICE CLOSURE DAYS 2010/2011

FRIDAY	12 NOVEMBER 2010				
MONDAY	15 NOVEMBER 2010		TUESDAY	16 NOVEMBER	
	2010				
THURSDAY	19 MAY	2011	FRIDAY	20 MAY	2011

CURRICULUM

Along with developments at a national level we are working at incorporating the Curriculum for Excellence into our practices here in Aberlour Primary School. Initial steps in this include the development of play and active learning in the Early Stages to help in the transition and ensure continuity between Nursery and Primary One, and the implementation of Critical Skills practices across the curriculum throughout the school.

Currently schools across Scotland are in consultation discussion and implementation in respect to the new Curriculum for Excellence programme that is under development. This effects Aberlour in that we are in a state of transition from the old 5-14 curriculum guidelines to the new outcomes expressed in the Curriculum for Excellence. In some areas we have begun to develop and implement new approaches that have improved the learning and teaching experienced by the pupils whilst in other areas we are still following the previous practices developed over the past 20 years.

At present the curriculum, laid down within the parameters of the 5-14 National Curriculum Guidelines is divided into five main areas, as follows:-

Language	<i>Listening, Talking, Reading, Writing.</i>
Mathematics	<i>Number, Money, Measurement. Information Handling & Problem Solving.</i>
Environmental Studies <i>Technology,</i>	<i>Science, Social Subjects, and Information Technology.</i>
Expressive Arts	<i>Music, Art, Drama, Physical Education.</i>
Religious & Moral Education	<i>Christianity, Other World Religions & Personal Search, Health and Personal and Social Development</i>

Although the curriculum can be identified in terms of five distinct areas, there is, in practice, considerable integration. This is particularly true in the context of Environmental Studies, within which, for example, pupils will have a chance to relate their Mathematical and Language skills in probably a more practical situation.

The classroom organisation within the school offers a blend of individual, group and class learning and teaching over the academic year. Pupils will be encouraged to progress at a rate appropriate to their abilities and talents. Groups will vary in composition at different times. Groups may cross year. Teachers will employ whichever approach seems to them to work and to be best suited to the pupil(s) involved, within Authority and National guidelines.

It is a priority that the children should become engaged as successful learners in all

aspects of school life as soon as possible, so as to facilitate the acquisition of knowledge by the individual.

Language The children will acquire the skills to decode the written word and become good fluent readers in line with their development as individuals', this will then facilitate their acquisition of knowledge. The pupils are at all times encouraged in the accuracy and neatness of their work. As well as the spelling of a word, the pupils are actively encouraged to find out the meaning of a new word. As the acquisition of the knowledge of the correct spelling of a word is in complete isolation if it is not known in what context that word should be used. As part of their overall development in all aspects of language children are encouraged to discuss and describe all aspects of their work and play, both orally as well as with the written word.

Mathematics In the early stages there is an emphasis on the acquisition of basic number facts by the pupils. As the child passes through the school she/he will become competent in adding, subtracting, multiplying and dividing whole numbers. The development of associated skills and applications of number facts will mean that the children should be able to deal with for example, vulgar and decimal fractions, ratios and percentages and aspects of money measurement and time within the boundaries as laid down in the national guidelines. Above all the pupils should have gained a good basic working knowledge of how to relate and use their number facts and mathematical skills in all areas, mathematically both within as well as outwith the classroom situation.

Environmental Studies The system in place for the school hopefully ensures that pupils will receive a balanced yet varied experience in this area of the curriculum, building on the child's own experiences and developing her/his understanding of the world around us. We would hope that by starting from the child's own known environment in the early stages and working outwards from there, that pupils see the relationship between themselves and the wider environment.

The school will be visited, in the context of Environmental Studies, by people who contribute to the welfare of the community on a professional basis, such as the police, health visitors, emergency services, etc. Pupils will be helped through their studies to learn about and appreciate the events, and the geographical and social factors which have influenced the development of Scotland, and the different cultures to be found around the world.

Expressive Arts The aims in this area are to give the pupils the opportunity to express themselves and thereby understand and take pleasure in their own experiences. To this end at the present point in time we have the services of specialist teachers in Art, PE and Music. The pupils are encouraged to participate in concerts, competitions and other opportunities to display their obvious talents in all aspects of the expressive arts.

Religious and Moral Education Religious education in the school follows a broad moral, social and largely Christian direction. The teaching of the stories of the Bible and various themes (for example 'making friends', 'moving house', 'helping

others’) forms the base, but the learning of some of the basic rudiments and beliefs behind other religions of the world is not ignored.

Wider moral issues, such as personal relationships and personal responsibilities within the family, the school, the local community and the wider world will be handled similarly. These will be re-enforced as the opportunity arises on a day-to-day basis, through group work, school assemblies, charitable activities, caring for the environment, health education and safety. Pupils will be involved within the community, in particular with local initiatives to improve the environment, such as planting trees, bulbs, etc. Both the local Church of Scotland Minister and the Episcopalian Minister regularly participate in whole school assemblies.

Parents have the right to withdraw their child from religious observance, this will be granted following discussion with all parties concerned and the submission of a written request.

SUPPORT FOR LEARNING

The role of the Support for Learning personnel in the school, is to support pupils in their learning across the range of subject areas, by either working with them directly or in a team with the class teacher.

For pupils who have specific difficulties identified in reading, writing or number, the help needed may be of a short term nature to catch up after absence, or it may be of a longer nature. This may be carried out on an individual or small group basis, in or outwith the normal class routine. The support offered in the school may also be to pupils to ensure that expected levels of attainment are either maintained or even exceeded.

The Support for Learning personnel are also responsible for applying certain diagnostic tests throughout the school. These are only carried out after full consultation between all staff in the school and the parents concerned.

HOMEWORK

Children will regularly have reading, associated activities and spellings to prepare for homework, parents are actively encouraged to participate in facilitating the completion of these exercises. With the maths scheme operated throughout the school, work associated with that covered in the classroom may be completed at home for re-enforcement purposes.

ASSESSMENT / REPORTING

Pupils are subject to continuous assessment, through observation, class work and formal testing. Tests may be diagnostic, that is, to identify strengths and weaknesses, or they may be designed to measure attainment against the 5-14 guidelines.

The results of the diagnostic tests will influence the planning of future activities and the level of support required by individual pupils. It is a requirement that pupils are tested within the national programme of tests. Pupils will be tested when 'they are considered ready' by the class teacher, this is normally done to confirm the teachers own assessment of the level achieved and usually when the pupil has begun working within the next level. The results of these tests are communicated by the teacher to the individual concerned and by the school to their parents.

The progress of the pupils is recorded, both in terms of the ground covered and the success achieved. This record is an important part of the process by which we can evaluate our work as teachers and can lead to changes in approach, particularly where individual pupils are concerned.

A full written report will be made to parents in April of each year. This will be followed up with an interview with the class teacher so that points raised in the report can be fully and frankly discussed by all parties. In addition to this written report parents are also offered the opportunity to come to the school for an interview regarding their child's progress during November.

A portfolio of children's work is kept, containing examples of various pieces of work. This is collected throughout the year, reflecting not only the various aspects of the curriculum covered, but also the individual pupil's progress. This portfolio will stay with the child throughout their stay in primary, and as the work collected will cover the same areas each year, it will act as a record of progress made over the seven primary years.

Parents should also be aware that we welcome their input/points of view on any occasion they feel the need to discuss their child's academic or social progress. However we would ask them to make an appointment at a mutually acceptable time with the school if at all possible.

PROMOTING POSITIVE BEHAVIOUR

A number of pamphlets with regard to promoting positive behaviour have been developed in the school. These are issued to all new pupils and their families on entry into the school and you are asked to share them with your child and encourage them to follow the various points laid out in them.

DISCIPLINE

The main requirement of pupils is that they should follow the 'Golden Rules'. These mean that they should behave in such a way as to ensure their own well-being and that of the other pupils in the school, both within and outwith the classroom. This implies respect for all members of the school, community and environment. A simple flier is issued to parents on request of this brochure, illustrating the broadly expected behaviours of pupils in Aberlour Primary School.

School rules are few, easy to understand and designed with these aims in mind.

SCHOOL RULES

1. Pupils should show respect to all adults in the school, and comply immediately with all instructions.
2. Pupils should treat each other as they would like to be treated.
3. All movement in the school should be at walking speed and to the left side of the corridor, in order to avoid accidents.
4. All pupils must remain within the school grounds at all times, unless permission for them to leave has been granted by a supervising adult.
5. Pupils who are travelling on School Transport should remain seated at all times, **use the seat belts provided**, follow the instructions of the driver and behave as though in school.
6. No sliding or snowballs in the playground.
7. All pupils should observe the **common sense code**.

Do try as hard as you can to learn as much as you can

Do come prepared to do as well as you can, if not better

Do always let others get on with their work

Do look after your property and the property of others

Don't do anything to hurt, or make unhappy any other person in the school

Don't do anything to put yourself or others in danger.

Pupils will be encouraged to set themselves targets in behaviour, attitude and general commitment. The support of parents will be sought, on all occasions in all aspects of behaviour. A copy of the schools behaviour policy is issued to all parents on the pupil's admission to the school.

Sanctions include:

- verbal warnings for persistent misbehaviour, or
- reported to the Head Teacher, or
- punishment exercises, or
- withdrawal of privileges, or
- parents/carers asked to discuss behaviour and agree future conditions, or
- exclusion from school

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Educational Services, and the Police may also be involved.

BULLYING

There is now a requirement on all schools to have a policy on bullying. A copy of the pupil's booklet on bullying is issued to all new pupils on entry to the school.

We identify bullying as a deliberate attempt to cause a pupil to be unhappy to a significant extent, over a significant length of time. The definition of 'significant' in this context would be determined by whether or not the experience would live with

the child beyond the school day, would be repeated and would colour his/her attitude to coming to school.

We consider the following initial steps to be appropriate

1. To include the issue in the school programmes for Personal & Social Development and Religious & Moral Education. In this context, children should have the opportunity to clarify for themselves what constitutes bullying, who suffer from it, who engages in it, what leads to it and what the consequences can be. This may be done under thematic contexts, such as Fairness, Making and Keeping Friends, etc.
2. To ensure, as a matter of policy, that in all aspects of school life, including classroom work, pupils have the opportunity to work and play together and learn to listen to, and respect the views of others.
3. To ensure that pupils are clear as to what they should do if they feel they are being bullied, see others being bullied or hear of bullying going on, specifically that they should tell a teacher.
4. To offer parents the opportunity to participate in the policy to prevent bullying and to tackle it, if and when it arises.
5. To produce a statement for pupils and parents, indicating what steps they should take in the event of being bullied, their child being bullied or participating in bullying.
6. To ensure that all instances of bullying as defined above are brought to the attention of the Head Teacher or a member of staff at the earliest opportunity.

PHYSICAL INTERVENTION

All schools in Moray are aware that there is a need for teachers to physically interact with pupils. In this respect they are advised by the Moray Council document “Physical Intervention Guidelines”.

This document describes Physical Intervention at three levels:

- 1 Routine Level: e.g. a teacher may hold a child’s hand to demonstrate the use of a pencil, or the teacher of a young child may put an arm around his/her shoulder if an accident has caused upset.
- 2 Crisis Intervention: May be used if it is feared that a child is doing something that will hurt him or herself, or another child. Such interventions will be recorded in the school, and parents will be informed.
- 3 Planned Intervention: This might occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previous known incident caused by an emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases. A copy of the full document is available in the school.

Sharing Assembly

Pupils have the opportunity on a regular basis, to share with the rest of the school, activities they have carried out in class and that they are proud of.

CHILD PROTECTION

The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray schools:

"It is the duty of The Moray Council and all its staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect.

Where school staff, have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first."

SUPPORTING PUPILS WITH MEDICAL NEEDS

Would parents please note that a copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available in the school.

Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have legal responsibility regarding medical treatment of pupils. Generally however in Moray schools there will be staff who, with appropriate training, will be able to administer essential medication.

Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential, nevertheless, that parents ensure the school is informed of this.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with written approval of a medical practitioner. Painkillers such as aspirin or paracetamol fall into this category, and will therefore not be administered on pupil request.

Safety Education

As part of keeping safe, all the pupils in the school have input from the various emergency services. Primary Six were fortunate to visit the local fire station and see how an accident might need to be dealt with.

EDUCATIONAL SERVICES INFORMATION FOR PARENTS LEAFLETS

The Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Educational Services, or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_47236.html
This booklet is also available in other languages.

ENROLMENT OF PUPILS

There is one enrolment date for new entrants to P1. Notice of this date and the procedure is normally advertised in the press.

Any pupil who lives within the school's catchment area may enrol through the completion of an Application for Admission form. These forms are available from the school.

Applications may be made by pupils from outwith the school's catchment area, which will be accepted under certain conditions, details of which will be provided on application.

In the case of new entrants to school, the age requirement is that the child should be 5 years old by the end of February following his/her enrolment. There is one intake of new entrants at P1 at the start of the Autumn term in August.

Provision for new entrants and their parents to become familiar with the physical environment and all school personnel will be made prior to entry, through the comprehensive induction programme offered here in Aberlour Primary School. In addition to this there is also provision made for regular consultation between the school and the Nursery or Playgroup on a more formal basis.

Shortly before entry, parents will have the opportunity to meet with the staff and become involved in the education of their children. This is then continued and further developed across the school by the provision of various parent evenings both curricular and social.

ATTENDANCE

Due to concerns raised by parents a policy of informing the school of absence is in place. If planned a note should be supplied to the school in advance (dentist, hospital appointment for example), or if illness then a phone call by 09.15. If a child is not in school and one of the above actions has not been completed by the parent/guardian then the school will phone so as to ascertain the whereabouts of the pupil. If there is no answer from any of the contact numbers supplied to the school by 09.30 then the school will inform the police of its concerns in respect to your child's safety.

In the event of a pupil having to stay off from school due to illness or any other

occurrence, it would be greatly appreciated if we could be informed as soon as possible so as to ensure that any arrangements for homework or the other children's health can be put into action.

If a child has prior notification of a medical appointment (hospital/dental) we would wish that you send the appointment card into school, so that we may keep our records updated with the correct reason for absence is entered in the class register.

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school).

The rules in respect to authorised absence from school have changed since August 2003, a pupils absence from school to accompany their family on holiday will be registered as an unauthorised absence unless the parents can furnish the school with a letter from their employer stating that they could not take their holidays at any other time.

SCHOOL UNIFORM AND CLOTHING GRANTS INFORMATION

The school uniform is as follows:-

Sweatshirt	Royal Blue with gold lettering
Sports Shirt	Gold with blue lettering
(both of the above may be ordered through the school)	
Trousers	Dark Navy/Grey/Black
Skirt	Navy/Grey/Black

Children should have Gym Shoes, Shorts and T-shirts for changing into for Physical Education. If a pupil fails on three occasions to have the appropriate clothing in school a letter detailing this will be sent to parents requesting them to ensure that their child has their PE kit with them on the days when it is needed. If a child is without suitable clothing for PE, for whatever reason the school will loan said items (not shoes) to the child, which should be cleaned and returned.

To promote the identity of the school all pupils are encouraged to wear the uniform as stated above, along with being discouraged in the wearing of sports wear with obvious corporate markings.

Clothing Grants

You can apply for a clothing grant for your child if you are receiving the following benefits:-

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £16,040 (as assessed by the Inland Revenue)

- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420;
- Guaranteed Pension Credit
- Support under Part V1 of the Immigration and Asylum Act 1999.

Application forms are available from the school.

SCHOOL MEALS

A choice of cooked meals is available each day at a cost of £1.90 per ticket. A copy of the menu is distributed to new parents at the beginning of the term as part of the induction process. Meals should be paid for in advance, normally on a Monday morning. Pupils requiring tickets on other days should go to the canteen at 09.00.

Free School Meals

You can apply for a grant for your child if you are receiving the following benefits:-

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £16,040 (as assessed by the Inland Revenue)
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420;
- Guaranteed Pension Credit
- Support under Part V1 of the Immigration and Asylum Act 1999.

Application forms are available from the school.

HEALTH CARE / MEDICAL SERVICES

SCHOOL DOCTOR The school doctor will visit the school at various times in the course of the year.

Full details will be issued where the consent of parents is required or the presence of a parent is desirable.

AUDIOMETRICIAN The hearing of pupils will be tested in the course of their time at Primary School by a visiting audiometrician.

SCHOOL NURSE The School Nurse will make regular visits to the school to conduct general inspections of pupils.

SCHOOL DENTIST There are visits at intervals from the school dentist. All pupils may be examined, but it will be up to parents to decide if they wish them to have treatment.

SPEECH THERAPY A speech therapy service is available if required.

Data Protection Act

Information on pupils and parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. The Data Protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, adequate, up to date and not held for longer than necessary.

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website www.scotxed.net

SEED works with a range of partners, including Her Majesty's Inspectorate of Education (HMIe) and the Scottish Qualifications Authority (SQA). On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, who will not publish or release any information that allows an individual pupil to be identified. Data will not be used to take any actions in respect of any individual pupils.

Further information

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed. If you have any concerns about the ScotXed data collections you can email the Senior Statistician at peter.whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. The ScotXed contact for Moray is Fiona McKay – telephone 01343

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 aims to increase openness and accountability in the Public Sector by giving people a right of access to information held by Scottish public authorities. The Act applies to almost all public bodies in Scotland including local authorities, the NHS, colleges the Scottish Parliament and The Scottish Executive.

The Moray Council aims to make as much information as possible directly available to the public through its website and through its Publication Scheme. If you can't find what you are looking for then you can contact any department of the Council directly or complete an on-line form. The web site address is in www.moray.gov.uk

EXTRA CURRICULAR ACTIVITIES

We aim to provide a number of activities for the children over and above the normal curriculum. These may vary from time to time, dependant on the interests of the teaching staff, but at the present for example include trampolining, stay and play, dance and some instrumental instruction.

At the present point in time we are able to offer the children a number of educational trips and outings through the year. These range from walking trips from the school, to observe the local environment through bus trips to more distant places to a weeks stay at Abernethy for Skiing, or other outdoor pursuits (in conjunction with other local schools).

FACILITIES

The school buildings consist one main building, with two other buildings attached by a corridor and a number of storage buildings. There are seven classrooms, a Nursery room, a Library/Resources Room, a room for use by the SfL team and for meetings, and a classroom used by the Playgroup. The kitchen/dining room is also in the main building. There are toilet and cloakroom areas, two offices and a staffroom. The school hall is used for P.E., Assemblies, Drama, Musical activities and any other activity requiring a large space. The Playground is large, mainly tarmac with a grass area at each end.

Computer provision in the school has progressed with each class having at least two modern machines available for pupil use. In addition to the fixed machines in each class there is a shared resource of 12 laptops that can move from room to room and still connect to the network via a wireless connection. All pupils' in Moray now have their own e-mail address and access to the internet by way of a walled garden.

Computer facilities.

These are for use by all the pupils in the school and include access to the internet, a scanner, video conferencing as well as the pupils' own individual e-mail address. All classes are now equipped with interactive whiteboards, and have access to a number of laptops.

We have the 'Rainbow Room' which provides facilities for children with Additional Support Needs from the whole of the Speyside Associated School Group who are

deemed to be in need of specialist facilities.

The Rocking Horse Developmental Playgroup also use part of this facility offering pre-school provision for children with Additional Support Needs thus ensuring continuity of education for children within the facility.

SPEYSIDE NURSERY AT ABERLOUR PRIMARY SCHOOL

We are part of the Speyside Nursery provision, the other schools involved include Mortlach, Rothes and Tomintoul. Places are offered to children in Speyside within the whole High School catchment area. Parents have the right to express a preferred choice of location of Nursery provision for their child, but allocation of places will be on the basis of criteria laid down by the authority.

The aims of the Nursery are:

- 1 to provide a secure environment in which young children feel confident to try out new experiences and are not put off by failure
- 2 to provide learning through play which helps each child to develop their knowledge and understanding
- 3 to help children to communicate clearly with each other as well as with adults.
- 4 to encourage caring attitudes towards each other and develop social, emotional, intellectual, moral and physical skills built on their past experiences.
- 5 to encourage independence when working with equipment, taking part in visits and in the playground, yet learning to share and interact positively with others.
- 6 to work together with parents and other agencies towards providing a happy well informed beginning while considering the best interests of the whole child
- 7 to liaise closely with Playgroups, Primary One and the wider community to provide a smooth transition for the children between the various agencies at this early stage in their education.

At present we have places for 30 children, based on attendance five half days over the week (either five a.m. or five p.m.). This is staffed by a senior nursery nurse and a member of the school support team on each occasion. The morning session is from 09.00 to 11.30, with the afternoon session being from 12.45 to 15.15.

In nursery we would hope to build on learning which has already taken place at home and in the playgroup. This then hopefully will lay the foundations for the educational experiences to be provided in Primary One. The Government has published a Curriculum Framework Document for Children in their Pre-School Year, the staff at Speyside Nursery are following this national guidance closely and are implementing

the strategies suggested for the development of children in their pre-school year. The nursery is subject to regular inspection in line with the Care Commission regulations for pre-school children.

PARENT / TEACHER RELATIONS

PARENTAL ACCESS

The school operates a combination of the open door approach, open nights and individual appointments. This means that parents are welcome to come to the school at any time in the course of the session, though a courtesy phone call to arrange an appointment would be appreciated, due to the teaching commitments of the staff in the school.

Meetings are arranged from time to time to discuss matters of mutual interest, either on a school or class basis. Parents are invited to attend assemblies, sports days, school concerts, etc. as the occasion arises.

Aberlour Primary School Parent Council

The School Parent Council consists of eight parent members, and a representative of both the teaching staff and the auxiliary staff in the school. There are currently no co-opted members.

The meetings of the Parent Council are normally attended by the Head Teacher, who will provide the information to which the Parent Council is entitled.

The Parent Council sees its role as representing the interests of pupils, parents, teachers and the local community in relation to the running of the school. In undertaking this role, it may wish to have information on any aspect of the running of the school and may make representations to outside bodies on behalf of the school.

The Parent Council welcomes the views of parents, who may attend Parent Council meetings as observers. Responsibility for the running of the school remains with the Head Teacher, who will always take into account the views of the Parent Council in making or reviewing policy decisions.

The present membership of the Parent Council is as follows:-

Mrs Iannetta	Parent	Mr McCann	Parent
Mrs Edward	Parent	Mrs Taylor	Parent
Vacancy	Parent	Mrs Duncan	Parent
Mrs Walker	Parent	Mrs James	Parent
Mrs Sarah Wright	Teacher		

PRIMARY / SECONDARY LIAISON

The purpose of liaison is to try to ensure that the transition from Primary to

Secondary is as smooth as possible. That the pupils gain some familiarity with the Secondary staff and environment and that the Secondary school receives as much information as it needs about the pupils who will be transferring.

Transition arrangements are discussed regularly at joint meetings of Primary Head Teachers and Secondary promoted staff. Agreement has been reached, through the work of joint Primary/Secondary groups, on a means of passing information about pupils to the High School and work is continuing on the issue of assessment standards to be applied across the High School catchment area

From time to time, inter visiting takes place between Primary and Secondary staff and Secondary staff occasionally get involved in Primary projects.

Under current arrangements, the following steps in the liaison process will take place:

- 1 one of the Principal Teachers of Guidance in the High School is responsible for making contact with P7 pupils and getting to know them through visiting the Primary School, usually in the summer term, and showing the pupils round the High School
- 2 the pupils will spend two days in the High School, towards the end of the summer term, when they will meet a number of teachers along with pupils from other Primary schools, and engage in a number of activities
- 3 an evening will be arranged for the parents of transferring pupils to attend a meeting in the High School.

The designated Secondary School for pupils in the catchment area of this school is Speyside High School. Information on the rules governing choice of school may be had on request. The normal age for transfer to Secondary is 11.5 to 12.5 years.

SCHOOL TRAVEL PLAN

The Primary Six pupils in the school in conjunction with the School Parent Council have recently developed a School Travel Plan. A copy of this is available to view at the school office. Further developments in conjunction with this have included the implementation of a 20 mph speed limit zone in the surrounding area accompanied by speed bumps.

SCHOOL TRANSPORT

Pupils, for which this is the designated school, will be entitled to free transport, if they live more than two miles from school. In certain instances, children may be required to walk up to two miles as appropriate.

The Authority does not necessarily provide door to door transport. That is to say, a pupil may be expected to board the bus at an arranged pick-up point somewhere along the route to school and will be dropped off at the same point at the end of the day. The Authority may charge for the replacement of a lost pass. Application forms may be

obtained from the school, to which they should be returned when completed.

Where space is available on transport serving the school, the Head Teacher may allocate seats to pupils living along the route, on a privilege basis. In allocating such places, age and distance from school will be taken into account. It must be understood that the Head Teacher cannot authorise any change or extension to the existing route to accommodate pupils.

Pupils must at **all** times use the seat belts provided in the vehicle for their own safety and to comply with the law. Pupils who misbehave on school transport risk losing their passes.

EMERGENCY CLOSURE

The school will be closed if, in the opinion of the Head Teacher, remaining open would result in unacceptable discomfort or hazard to pupils/staff, or if it proved impossible, for one reason or another, to provide an acceptable degree of supervision. The reasons for this could be heavy snowstorms, a heating breakdown or some other problem.

In judging whether to close for bad weather, the school will rely to some extent on the advice of parents around the catchment area, within which conditions can vary and on the advice of transport operators.

In the event of an EMERGENCY CLOSURE, there may not be time to contact parents, and so arrangements should be made to cover such an eventuality. That is to say, if the school closes without notice, we will send pupils home or to the emergency address indicated by parents. It is therefore necessary for parents to have a full-proof system in place to ensure safety in such circumstances and to ensure that their children know what to do and where to go.

Parents will be contacted each session and provided with a letter asking them to indicate emergency addresses and telephone numbers. If there is to be any temporary or permanent change in the arrangements indicated on the return, then parents should update the school accordingly.

The decision on whether to send children to school or to send them home in bad weather is always a matter of judgement and the policy will be to err on the safe side.

If the weather deteriorates over night a decision on closure is always made by 07.30, this then enables information to be made available by way of Moray Firth Radio to parents as to the position pertaining to Aberlour Primary. We know that there are parts of the catchment area where a radio signal is not clear, to overcome this we have put in place a back up system. If you think the school may be closed then you may phone 0870 054 9999 and enter the schools pin number 031080 and then press 1 for a recorded message informing you of the current situation. Any problems or difficulties that arise in the course of the session, should be brought to the attention of the head teacher so that procedures can be adjusted to cope with them
Staff will remain in the school, following closure, so long as conditions, within or

outwith the school are acceptable in terms of comfort and risk. This will be a matter to be judged by the Head Teacher, in consultation with staff and taking into account Council and Health/Safety guidelines.

Would parents please complete the two attached appendices concerning emergency closure and insurance, and return them by the beginning of the start of school for your child. This will ensure that our records are complete from the very beginning of your association with Aberlour Primary School.

APPENDIX 1

EMERGENCY CONTACT

PUPIL'S NAME..... CLASS.....

ADDRESS.....

.....

.....

Please tick as appropriate

In the case of an emergency closure, I would like my child to be:-

- (a) sent directly home
- (b) sent to the following name and address

TELEPHONE CONTACT NUMBERS

Emergency contact numbers are necessary, not only for early closures but also for the notification of sickness or injury. Where both parents are liable to be out, a works number would be useful. In the case of houses with no telephone, the name and address and telephone number of a neighbour willing to take messages would be useful.

Telephone Numbers: Home.....

Neighbour..... Name and Address

Work.....

APPENDIX 2

Dear Parent

SCHOOL PUPILS INSURANCE

I have been requested by the Head of Educational Services to inform you of the insurance position of your child whilst a pupil with the Education Authority.

"No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility."

Yours faithfully

Head Teacher

.....

Please sign and return.

To: Head Teacher

I have received and noted the contents of your letter regarding the accident insurance position of pupils.

Signed.....

Date.....

Address.....

.....

.....

Appendix 3

Curriculum for Excellence

Bringing **learning to life** and **life to learning**

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy from 2012/13 and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

5-14 Attainment levels for Aberlour Primary School

Level of performance

Percentage of P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage

	June 2008		June 2009	
	School	Moray	School	Moray
Reading	83.3%	83.6%	87.5%	83.8%
Writing	70.0%	78.0%	85.0%	78.7%
Maths	85.6%	85.3%	80.0%	84.8%

INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

Appendix 5

School: Aberlour Primary School

Id No.: 300 - 5209722

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	143
Total School Running Costs at April 2009 (£)	430,838
Cost per Pupil (£)	3,013

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	6,949	7,720	5,674	7,388	7,468	7,270	9,086	51,555
Percentage Authorised Absences	2.7	4.7	1.1	4.7	2.2	3.2	2.5	3.1
Percentage Unauthorised Absences	0.5	0.9	0.6	0.6	0.6	0.7	0.1	0.6

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	14.1	13.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.

Appendix 5

**INFORMATION FOR PARENTS 2009
PRIMARY SCHOOLS**

Education Authority: Moray

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	6,831
Total School Running Costs at April 2009 (£)	21,748,136
Cost per Pupil (£)	3,184

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance s(Pupil Half Days)	317,755	342,622	329,891	358,168	374,235	393,695	419,578	2,535,944
Percentage Authorised Absences	3.9	3.8	3.1	3.2	3.3	3.5	3.3	3.4
Percentage Unauthorised Absences	0.8	0.7	0.7	0.6	0.7	0.7	0.6	0.7

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	17.4	15.7

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

Appendix 5

**INFORMATION FOR PARENTS 2009
PRIMARY SCHOOLS**

National Data

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	368,411
Total School Running Costs at April 2009 (£)	1,454,313,470
Cost per Pupil (£)	3,948

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18,770,340	18,657,477	18,947,576	19,308,118	19,728,279	20,392,937	20,734,700	136,539,427
Percentage Authorised Absences	4.1	4.0	3.7	3.6	3.7	3.7	3.7	3.8
Percentage Unauthorised Absences	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	18.6	18.3

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.